

Slide 3

Policy Context

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National Policy



Environment

Includes:

- Comprehensive Spending Review (CSR)
- National Apprenticeship Service (NAS)
- Foundation Learning Tier (FLT)
- Diplomas
- 14-19 Qualifications Strategy
- 14-19 Expert Group

A qualification will cease to be funded as a free-standing qualification if:

- a. there are qualifications within the national suites which can meet the needs of young people, employers, universities and wider society as well as this qualification;
- b. the effectiveness of the qualifications within the national suites in meeting these needs has been demonstrated in practice in a sufficiently wide range of circumstances; and
- c. the qualifications within the national suites are nationally available.

Schools/14-19 Partnerships



Data requested

16-18 Participation

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In-school Cohort Sizes

Establishment Name	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	Grand Total
All Hallows RC Business & Enterprise College	109	92	75			276
Beis Yaakov High School	28	42	30	3	2	105
Bulle Hill High School	151	210	207			568
Chatsworth High	13	11	8	8	17	57
Harrop Fold School	158	247	225			630
Hope High School	147	143	176			466
Irlam and Cadishead Community High School	200	183	200	28		611
Moorside High School	219	226	244			689
New Park High School	14	8	16			38
Oakwood High School	34	38	36			108
Salford City Academy	128	130	109			367
St Ambrose Barlow RC High School	148	149	140			437
St George's RC High School	120	119	114			353
St Patrick's RC High School and Arts College	180	183	203			566
The Albion High School	193	188	174			555
The Swinton High School	194	194	197			585
Walkden High School	238	241	237			716
Wentworth High School	178	180	179			537
Total Cohort Salford	2,452	2,584	2,570	39	19	7,664

Source: PLASC 2006

This slide lists all Salford Secondary schools, including Special schools.


Despite the 16-18 population forecast to decline by 19% by 2015, school year group volumes have yet to display this significant change. There is still a mix situation.

5 schools have a growing year on year group size.

5 schools have a declining year on year group size.

8 schools have a virtually static year on year group size.

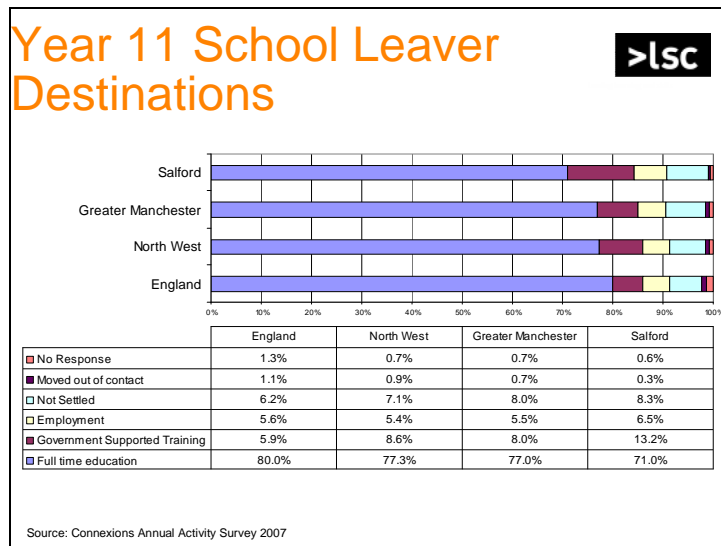
In-school Cohort Sizes by Year & SEN Status



Salford Special Educational Needs status	Year 9	Year 10	Year 11	Year 12	Year 13	Grand Total
No Special Provision	1,955	2,099	2,166	28	2	6,250
School Action	292	288	204	2		786
School Action Plus	113	110	95	1		319
Statement of SEN	92	87	105	8	17	309
Salford Total	2,452	2,584	2,570	39	19	7,664

Source: PLASC 2006

The LA has slightly increasing numbers of children who are the subjects of Statements of SEN and shows a consistent approach to pre-Statement support. National and regional research has identified that the proportion of learners with learning difficulties and/or disabilities is increasing year on year. Government policy is for more of those young learners to participate in mainstream provision, rather than to enter specialist and/or residential provision. Given that we know young people with LLDD are more likely to become NEET, the increasing cohort of young people with special educational needs will pose an increasing challenge for 14-19 partners, especially local authorities, in future years. Early identification of LLDD and sharing good classroom practice within partnerships continues to be important.

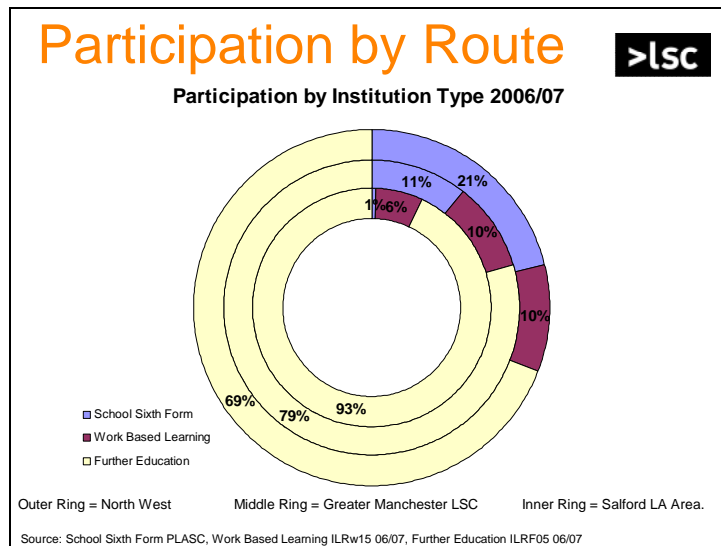


71% of Salford school leavers moved into full time Further Education. This is below the average for both the Greater Manchester area and the North West, and significantly below the level for England as a whole.

In contrast, the percentage entering Government Supported Training was more than double the England average at 13.2% and much greater than both the GM and North West averages.

Higher-than-average numbers are in employment on leaving school. Whilst this warrants further investigation in terms of sector, level of job and length of stay in the job, it suggests that students leave school with the confidence and necessary skills to secure employment.

Relatively few school leavers are unaccounted for, suggesting that good follow-up practices are in place within the Connexions service and school-based careers staff. However, 8.3% of Salford school leavers are not settled. This is higher than the rate for Greater Manchester, the North West and England. Whilst this may be a short term situation, for some, it may lead to them not fulfilling their potential.



Please note: The information shown in the chart is institution-based. It does not represent Salford residents in learning. Local authorities will have responsibility for learners participating in provision delivered by providers located in their local authority district, not simply for learners resident within their area.

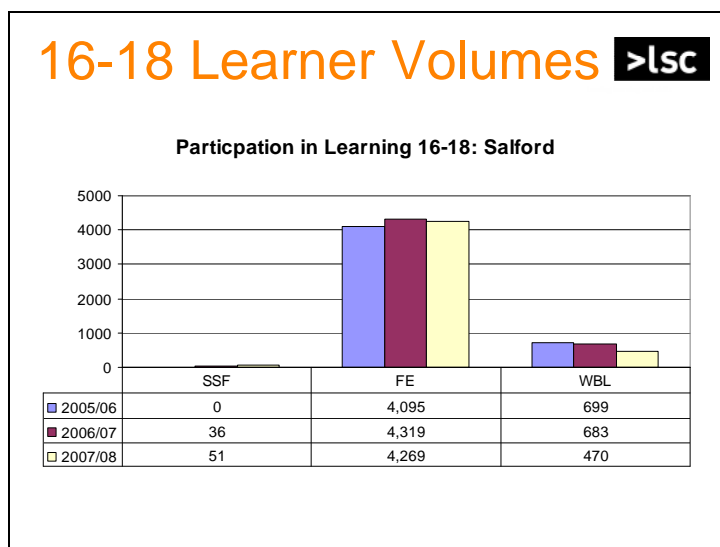
The information on this slide should be read in conjunction with other data about travel to learn patterns and school sixth form provision.

The pattern of learning in Salford is significantly different from that of both the region and Greater Manchester. Participation is dominated by FE.

A far greater proportion of the Salford-based 16-18 year olds are located in FE colleges compared to Greater Manchester (where volumes are already higher than average) and the North West.

Levels of work-based learning are lower than in GM or the North West but reflect the number of providers in the locality.

Almost negligible participation at School sixth form provision reflects local admissions policies.



Please note: this slide displays residents of Salford in learning rather than volumes of learners in Salford institutions.

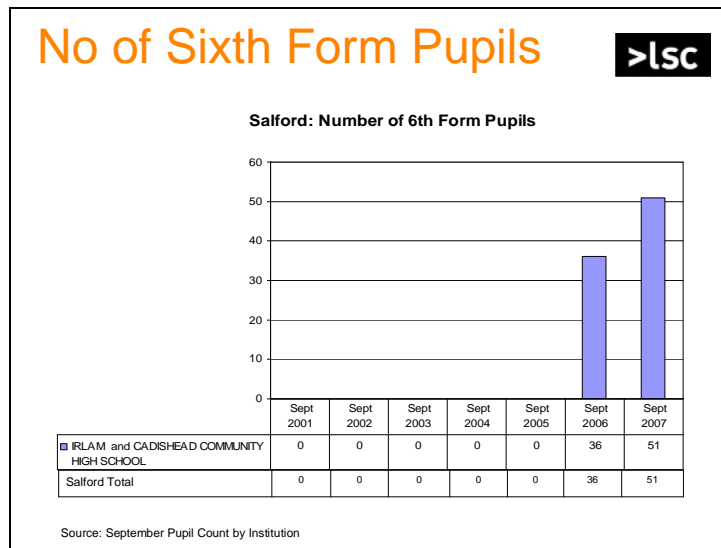
These figures suggest that enrolments in FE colleges have reached a plateau. The reduction in numbers may also parallel the development of sixth form provision at Irlam and Cadishead Community High School in 2006-07.

Work-based learning numbers have fallen by nearly a third over 2006-07 levels.

In contrast, enrolments in school sixth forms have increased by more than 40% -see above.

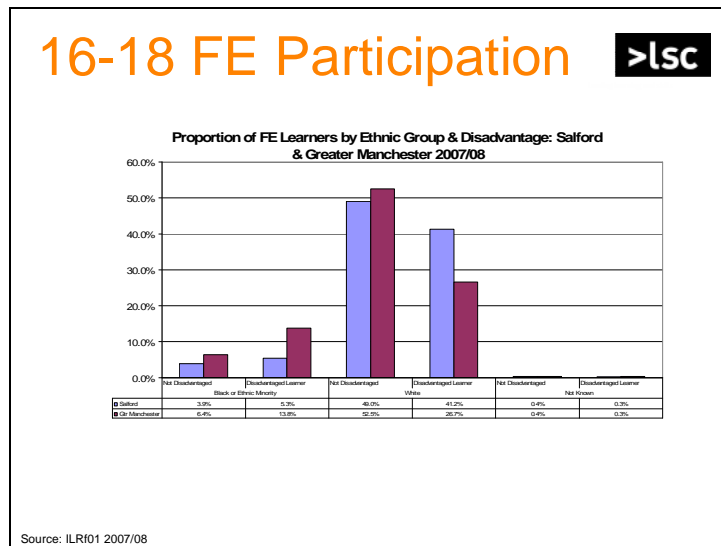
As cohort numbers for this period have not fallen, it is possible that the figures also reflect greater numbers moving into employment (as shown on a previous slide.)

A question raised by these figures is the role and accessibility of IAG in Salford: are young people making informed decisions about what they do on reaching the end of statutory education?



Institution based data

The school sixth form has been in existence since October 2006, so this represents just two years data for a new post-16 provider. No real conclusions can be drawn from this slide.



Resident based data

This slide shows that Salford Disadvantaged/BME learners are represented differently in FE than in other parts of the region.

Within the Black/Ethnic Minority community, relatively few Disadvantaged students choose to attend FE – only 5.3% as opposed to 13.8% across Greater Manchester.

White students with a Disadvantage factor do take the opportunities offered by FE, and do so in greater numbers than elsewhere in the area – 41.2% attend an FE college, compared to 26.7 across GM.

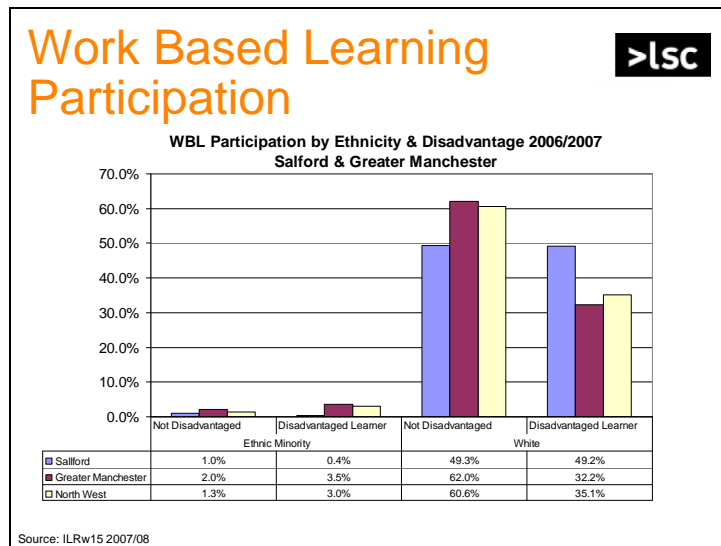
White students without a Disadvantage are also well-represented in colleges, at 49%

Both Disadvantaged and non-Disadvantaged BME students are less well represented in the college FE sector.

This appears to show a much smaller level of participation in FE by BME disadvantaged learners in Salford. However, further analysis is needed to compare these figures to the total population data at 16-18 and to a similar breakdown for WBL to assess how far these differences are determined by the ethnic profile of the two areas.

It has been established by research that some BME groups have a cultural preference for academic, as opposed to vocational, learning.

In Salford White learners without a disadvantage account for the highest proportion of total learners.



Residency based data

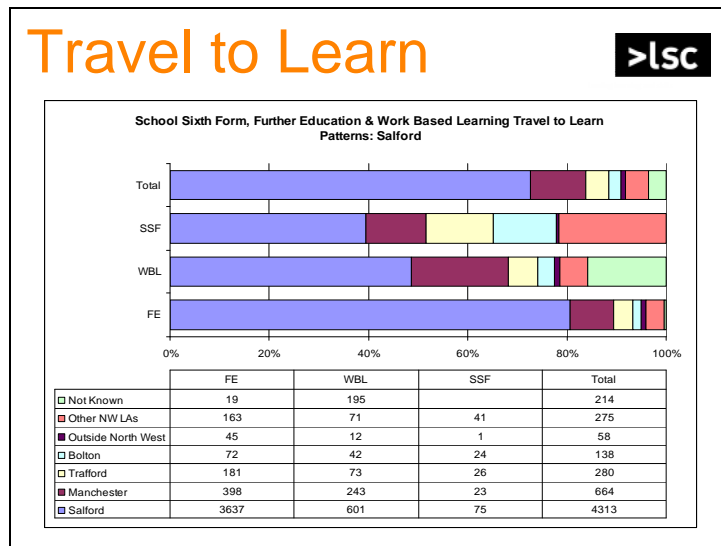
This slide needs to be viewed in the context of more data, but the following points emerge:

Relatively few of Salford's BME population take part in Work-based learning. In contrast, both Disadvantaged and Non Disadvantaged White residents are involved in equal measure in this form of learning.

Significantly greater numbers (49.2%) of Salford Disadvantaged White residents take part in WBL compared to similar groups in Greater Manchester (32%) or the North West as a whole (35%).

In contrast, much smaller numbers of Disadvantaged White students are learning in work.

However, this data requires further analysis about sectors, types of learning programmes and initial individual attainment levels in order for any firm conclusions to be drawn.



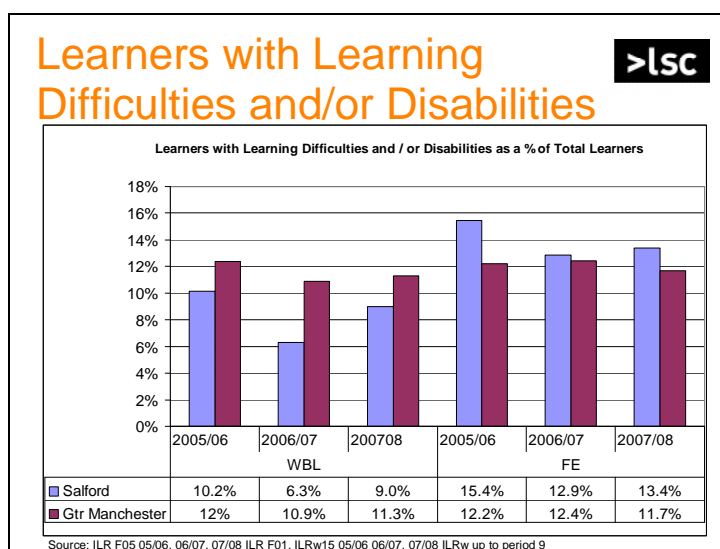
Over 80% of Salford learners are in full-time education within the Local Authority area. This is significantly higher than most other Greater Manchester local authority areas.

Of the remainder, nearly 9% travel in to Manchester and a further 4% travel to Trafford.

Sixth form students are largely educated in other boroughs, due to limited provision in Salford. Of 190 such Salford students, only 75 are in Salford schools with the majority evenly spread between Manchester, Trafford and Bolton.

Slightly less than half of the 1,237 work-based learners are in Salford with the balance travelling to Manchester (20%) and surrounding boroughs.

This pattern reflects the geography of the area and local transport arrangements.



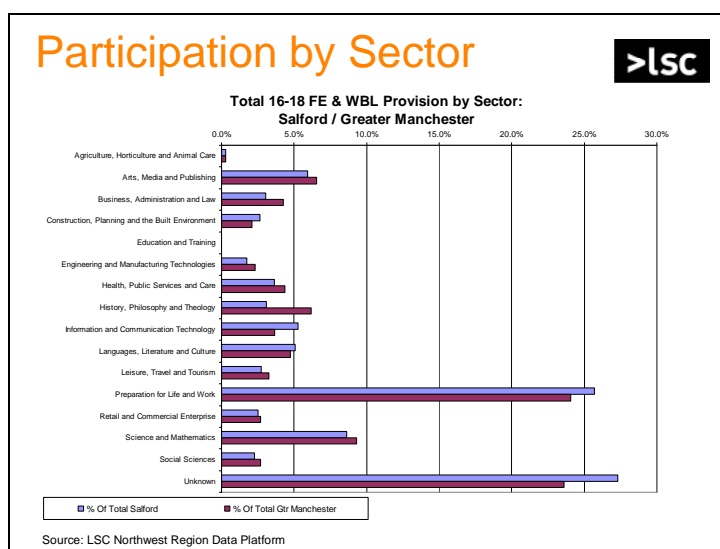
In Salford there is a low rate of participation in WBL by young people with LDD. Further analysis is needed to identify whether this is the result of a lack of specialist providers in the area or any other factor.

The LLDD participation rate in WBL has built back from a particular low point last year, but it remains well below the GM average at only 9.0%. The current GM area average is 11.3%.

In contrast, LLDD students are well-represented in FE with consistently greater participation rates than are found in GM as a whole. This suggests that the FE colleges are able to offer appropriate courses for this group of students, although further follow up on destinations would complete the picture of provision.

As previously indicated, young people with LDD are much more likely to become NEET. (The review of LLDD carried out by the LSC in the North West indicated that “NEET rates are higher for young people with LDD at 20% for young people with LDD compared to a general NEET rate of 9.7%).

Earlier on in this presentation, we identified that most young people achieve their Level 2 by age 17, but many are not ready to start a Level 3 course (mainly due to the low proportion of learners achieving GCSE Maths and English at grades A* to C), therefore having a higher risk of becoming NEET.



Note: data shown is for Salford Resident Learners (not Salford institutions), therefore a direct comparison to the economic structure of Salford may not be appropriate – A comparison to the Greater Manchester could prove more useful.

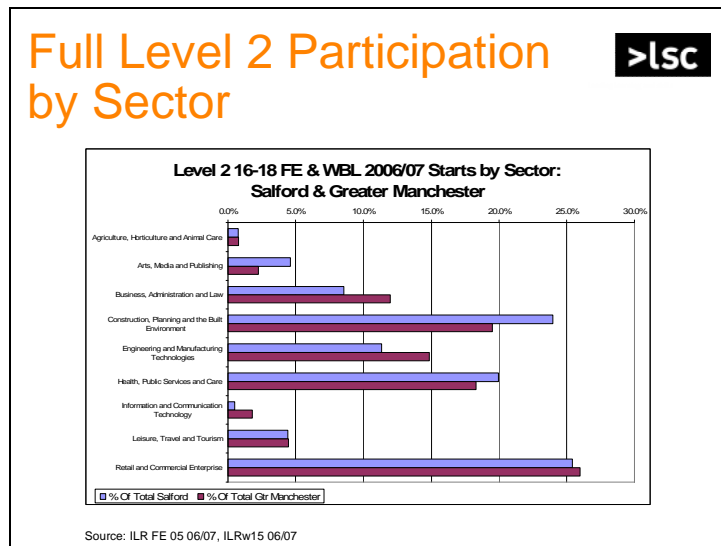
The main point illustrated by this slide is the large take up of courses concerned with Preparation for Life and Work.

Whilst this may reinforce the previous slide concerning LLDD participation in work-based learning, it may also reflect on the overall GCSE success rate of the Salford area.

As we learnt at the start of this presentation, a lower proportion of the Salford workforce is qualified to L2 than across GM or England as a whole.

The large proportion of Unknown learning aims is a concern, particularly as this is greater than is the case across the GM area. Given the overall level of achievement within the Salford area, however, there is a need for better recording and, possibly, better pre-entry advice.

Science, Technology, Engineering and Maths based careers are of clear interest to Salford learners, followed by Arts and Media. All of these occupations have clear pathways within them that lead to Level 4 and professional status.



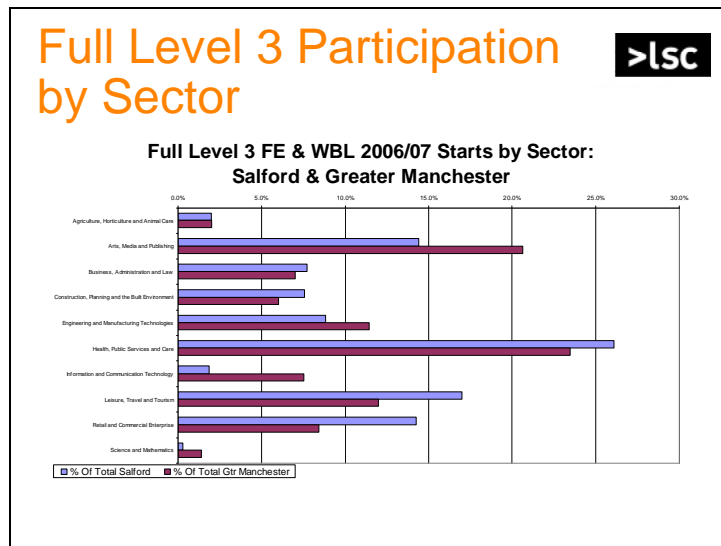
Residency based data

At Level 2, most learners come from the Retail and Commercial sector, in keeping with the general trend across the GM area.

Construction, Health and Engineering then follow. Numbers engaged in the latter are lower than across GM as a whole.

This pattern is typical for the GM area, but also reflects the fact that other career areas, such as Arts and Media or IT have entry points at Level 3 rather than Level 2.

The Government intends to increase the numbers of Apprenticeships available to young people, and has also announced a raft of new sector-related Diplomas. As both of these initiatives come on stream the pattern illustrated above may change as they begin to open up new pathways through a range of sectors.



Residency Based Data

This slide illustrates the wider options that are available to students in possession of or studying for a Level 3 qualification.

Level 2 learners are usually studying for employment they are in or are gaining new skills in a sector that has a strong local employment base. At Level 3 learners are studying for a career in an industry that need not be locally focused.

The three main areas of interest to Salford residents are Health, Leisure & Tourism and Arts & Media. All three of these have Level 3 entry points that can lead on to professional qualifications although the creative and media sector is largely graduate-entry.

Level 3 choices are usually more considered and more indicative of an intention to stay in learning.

The Government's planned increase in Apprenticeship numbers, including the number of Advanced Apprenticeships, and the arrival of the first new Diplomas in September 2008 will offer alternative Level 3 routes through a number of sectors.

NEET Volumes >lsc

Geography	December 2007			
	Adjusted EET	Adjusted NEET	% NEET	16-18 not known
England	1,496,796	105,870	6.6%	73,700
North West	223,326	18,754	7.7%	9,121
Greater Manchester	84,372	7,469	8.1%	3,702
Salford	7,576	612	7.5%	312

Source: Connexions December 2007

At 7.5%, the percentage of 16-18 year olds classed as NEET in Salford is lower than the Greater Manchester average and the North West and England figures.

However, the number of NEETs in the area is broadly comparable to two year groups in the largest local school.

When the number of Not Known students is included, they are approaching the population of a local school.

NEET Percentages

	% 16-18s Not Known	% 16-18s in learning	% change over last 12 months	% 16-18s NEET	% change over last 12 months	% joining NEET from EET	% leaving from NEET for EET	% leaving NEET - currency exp.
England	4.5%	77.3%	2%	6.6%	-13%	27%	51%	10%
North West	3.7%	77.1%	2%	7.7%	-11%	31%	53%	7%
Greater Manchester	3.9%	76.4%	4%	8.1%	-17%	31%	48%	5%
Salford	3.8%	75.3%	9%	7.5%	-25%	40%	48%	0%

Source: Government Office North West December 2007

Salford has a slightly lower participation rate compared with Greater Manchester.

There is a higher percentage of young people not known to Connexions compared to the North West and England average. (Each young person for whom there is no recently recorded destination becomes classified as 'Not Known'. All young people who become Not Known have lapsed from a previously known destination e.g. education, NEET.) This has probably boosted the NEET rate, as those young people who were previously out of contact tend to be identified as NEET once contact is re-established.

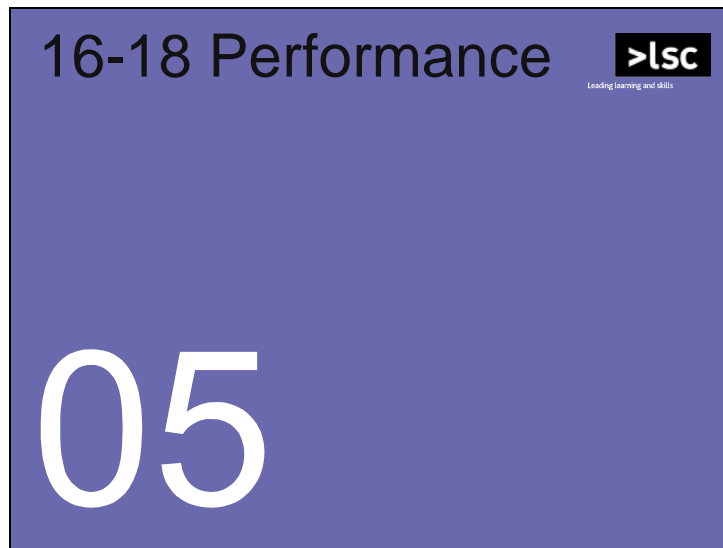
The NEET figure in Salford is below the Greater Manchester and North West average. This is illustrated in Salford displaying a very strong reduction in NEETS over the last 12 months compared to the GM and North West averages.

The proportion of young people joining NEET from EET is much higher in Salford than for the rest of Greater Manchester, the North West and England. This may indicate that the jobs available are not necessarily of high quality, and/or may not offer good career progression. It may be that the young people themselves are more vulnerable to becoming unemployed. For people to enter the NEET group from education or training suggests that there may also

be issues linked to the quality of IAG received prior to leaving statutory education.

The level of churn from NEET to EET is in the right direction and on a par with GM levels.

Slide 42



16-18 Performance

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GCSE Results 2004-2007

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	% of 15 year old students achieving 5+A-C (and equivalent) including English and Maths GCSEs			
	2004	2005	2006	2007
The Albion High School	12%	12%	16%	23%
All Hallows RC Business and Enterprise College	28%	23%	24%	23%
Beis Yaakov High School	N/A	90%	71%	86%
Bnos Yisroel Schools	70%	74%	64%	86%
Bridgewater School	78%	69%	72%	74%
Bulle Hill High School	21%	17%	13%	29%
Harrop Fold School	15%	15%	19%	19%
Hope High School	20%	23%	28%	23%
Irlam and Cadishead Community High School	28%	34%	36%	38%
Moorside High School	34%	39%	41%	44%
O'Y' Lubavitch Girls' School	N/A	0%	100%	N/A
Salford City Academy	N/A	N/A	27%	41%
St Ambrose Barlow RC High School	45%	52%	50%	64%
St George's RC High School	42%	34%	44%	47%
St Patrick's RC High School and Arts College	27%	47%	49%	56%
The Swinton High School	24%	35%	24%	38%
Walkden High School	52%	60%	56%	57%
Wentworth High School	26%	25%	23%	25%
Salford Average	26.80%	32.30%	31.70%	37.60%
England Average	42.60%	44.30%	45.30%	46.00%

Source: DCSF 2007

These two slides show the GCSE examination results in Salford schools. Within a mixed picture, the following conclusions could be drawn:

High and Improving:

- St Patrick's RC High School and Arts College
- St Ambrose Barlow RC High School
- Bnos Yisroel Schools.

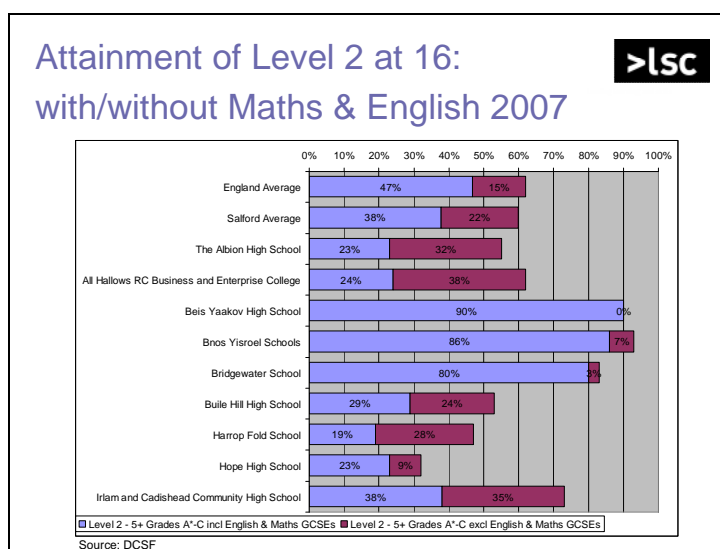
Stable:

- Irlam and Cadishead Community High School
- The Swinton High School
- Walkden High School
- Bridgewater School

Salford GCSE results are improving. The persistent gap between the Salford and England averages has begun to close.

More detail about these results is given in subsequent slides.

Across England the challenge is to ensure that every child gets the support they need to achieve this crucial benchmark, if not before 16, then after it. Without this foundation, young people will face major hurdles when they attempt to progress to Level 3 and beyond into HE.



Key issues include:

Within Salford, rates of Level 2 attainment at 16 with English and Maths are poor.

Only nine schools attain 40% 5+ A*-C including English and Maths.

Obtaining this benchmark usually leads to better levels of retention, more achievement at Level 3 and associated progression to higher level courses.

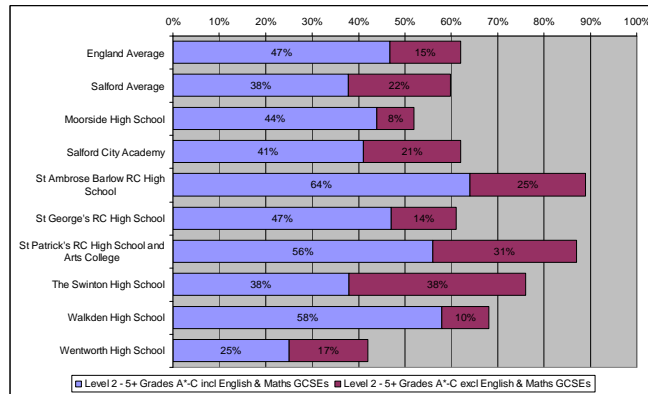
These learners have the necessary foundation skills and are able to make the jump from Level 2 to Level 3.

There are some young people in Salford that achieve Level 2 at age 17.


However, this can still lead to a high drop out rate age 17 due to the lack of achievement in GCSE English & Maths.

There is a degree of urgency attached to this issue. Aside from the impact on Salford young people of leaving school with imperfect skills, the requirement in 2008 to extend the September Guarantee to those aged 17 makes it even more important to identify appropriate provision routes to retain these young people.

Attainment of Level 2 at 16: with/without Maths & English



Source: DCSF

Post-16 General & Applied A/AS or Equiv. Achievement 2007 

	Number of students aged 16-18	General and Applied A/AS or Equivalent Achievement		
		Number at end of A/AS or equivalent study	Average point score per student	Average point score per examination entry
Salford Average			656.6	205.9
LSC Average			717	204
England Average			731.2	207.5
Beis Yaakov High School	6	1	1110	246.7
Bridgewater School	29	10	747	233.4
Eccles College	1001	321	669.3	191
Irlam and Cadishead Community High School	28	-	-	-
Pendleton College	2173	644	666.9	212.2
Salford College	1254	147	580.5	215.2

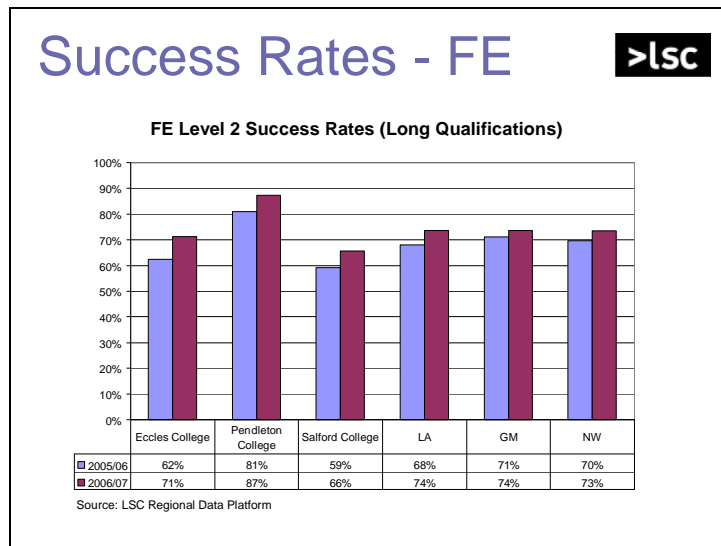
Source: DCSF

The points scores refer to the QCA methodology for scoring achievement at Level 3.

In respect of A-levels, learners achieve 270 points for a grade A, and the scale goes down in steps of 30 to 150 points for a grade E.

On average, young people from sixth-forms and the sixth-form colleges in Salford achieve 206 points per exam entry, which is just below a Level C grade per entry.

This is just above the Greater Manchester average of 204 points (close to a C grade) and close to the National Average of 207 points (C grade).

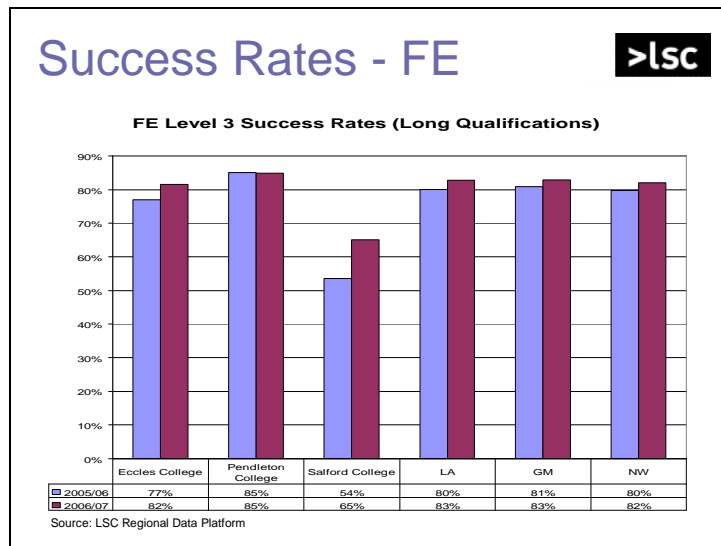


Caution is required when comparing just two years of data. However, the following observations can be made.

Pendleton college is a Sixth Form College, Eccles and Salford are both general FE Colleges. Intakes and course offers therefore vary.

Pendleton has achieved impressive results in both of the comparator years, easily exceeding the average scores for Greater Manchester and the North West.

The two FE colleges have both made progress in terms of increasing success rates. Whilst both lag behind the area and regional benchmarks, both are closing the gap between their scores and the benchmarks.

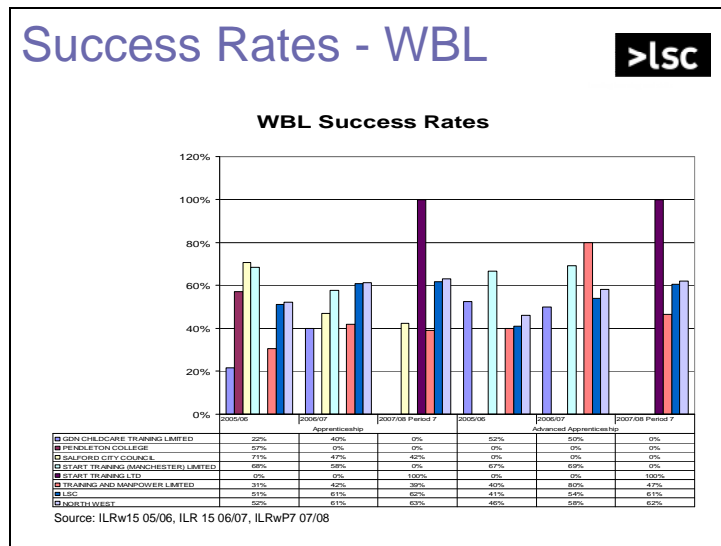


Again this slide shows just two years of comparative data, so caution is needed when drawing conclusions.

Level 3 qualifications are the gateway to higher-level qualifications and a number of careers. The Leitch Review and current Government HE policy are anxious to raise the numbers of people in possession of a Level 3 and Level 4 qualification.

Pendleton College continues to exceed local benchmarks, although these two years of data suggest that no further increase in levels of achievement has been secured.


Eccles College appears to have closed the gap with the Greater Manchester and North West averages, to the point where its Level 3 achievement is on a par with North West levels and only one percentage point behind GM scores. Salford College appears to be progressing more slowly towards the benchmarks, but has made impressive gains in terms of closing what was a 30-point gap in achievement levels.



Please note: the 2007/08 data is taken from period 7.

Apprenticeship success rates in Salford are erratic compared to the steady improvements for the North West. In part this is due to the generally low overall volumes of learners and therefore only a small change in outcomes year on year can have a significant impact in overall success rates.

Proportion reaching Level 2
Threshold by Age 19 by Area



Greater Manchester	2004	2005	2006	2007	2004-2007
England	66.4%	69.3%	71.4%	73.9%	7.5%
North West	63.8%	67.3%	70.1%	72.4%	8.6%
Greater Manchester	62.7%	66.1%	69.1%	71.4%	8.7%
Bolton	63.7%	65.1%	66.6%	68%	4.5%
Bury	67.9%	70.1%	72.2%	72%	4.5%
Manchester	51.6%	55.5%	59.0%	63%	11.1%
Oldham	58.6%	61.3%	64.1%	67%	8.4%
Rochdale	54.5%	58.4%	60.4%	64%	9.9%
Salford	50.5%	55.5%	58.1%	59%	8.9%
Stockport	71.2%	72.0%	73.2%	73%	2.0%
Tameside	57.9%	61.9%	64.5%	66%	8.5%
Trafford	67.7%	71.6%	74.6%	78%	10.4%
Wigan	61.6%	65.8%	67.5%	69%	7.5%


Source: Fisher Family Trust

Provider Based Data

The proportion of Salford students achieving Level 2 by age 19 is increasing, and has risen by nearly 9 percentage points between 2004-07. This is greater than the national rate of change over the same period.

However, only 59% of Salford 19 year olds are in possession of a Level 2 qualification, compared to the GM figure of 71.4%. This in turn is below the national average of 73.9%. The Salford score is the lowest amongst all the local boroughs.

As with all data, this slide needs to be considered alongside other measures. The “distance travelled” by these young people since age 16 should be taken into account, as relatively few of their cohort are likely to have achieved Level 2 at age 16.

Proportion reaching the Level 3 Threshold by Age 19 by Area 

Greater Manchester	2004	2005	2006	2007	2004-2007
England	66.4%	69.3%	71.4%	73.9%	7.5%
North West	63.8%	67.3%	70.1%	72.4%	8.6%
Greater Manchester	62.7%	66.1%	69.1%	71.4%	8.7%
Bolton	63.7%	65.1%	66.6%	68%	4.5%
Bury	67.9%	70.1%	72.2%	72%	4.5%
Manchester	51.6%	55.5%	59.0%	63%	11.1%
Oldham	58.6%	61.3%	64.1%	67%	8.4%
Rochdale	54.5%	58.4%	60.4%	64%	9.9%
Salford	50.5%	55.5%	58.1%	59%	8.9%
Stockport	71.2%	72.0%	73.2%	73%	2.0%
Tameside	57.9%	61.9%	64.5%	66%	8.5%
Trafford	67.7%	71.6%	74.6%	78%	10.4%
Wigan	61.6%	65.8%	67.5%	69%	7.5%

Source: Fisher Family Trust

Provider Based Data

Just over 31% of Salford students achieve Level 3 by age 19. This is a rise of 5.3 percentage points between 2004-07.

However, this compares badly with national (48%) and North West (44.6%) success rates. The gap between Salford's scores and the England rate has never closed and has widened significantly this year.

This and the previous slide are linked in terms of the questions that they pose about school-based attainment and the curriculum offer available to young people.

A key factor in the attainment of a Level 3 qualification is the attainment of a Level 2 qualification including English and Maths. Although in the policy-making domain for some time, this issue has to be given importance in future planning to enable the desired emphasis on progression to intermediate and higher level skills in future.

Summary

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Key Findings

>lsc

Issues & Actions

